

**Standard 6-5** The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

**6-5.3** Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the concept of humanism.

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1). Students will also explain the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of England and France as they compare with one another (GS-3.2).

**It is essential for students to know** that the concept of humanism provided the justification and the inspiration for much of what was created during the Renaissance. The deep-seated religious beliefs of the Middle Ages combined with a renewed appreciation for the classical ideals of the Greeks and the Romans (that the individual has importance and beauty) help explain the artistic philosophy of the Renaissance. Students should understand that Renaissance painting, for example, glorified religious themes using realistically drawn human forms and the new techniques of *chiaroscuro* and perspective (6-5.3). Education was influenced by humanism and its belief that individuals should maximize their potential through the study of history, philosophy, and literature. It is important that students understand that the theory of political realism, exemplified in Machiavelli's *The Prince*, began an examination of the relationship between the ruler(s) and ruled, an examination that continues to affect how government leaders perceive their responsibilities to the people they govern.

**It is not essential for students to know** the names of specific humanist philosophers.

**Assessment guidelines:** The objective of this indicator is to explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, especially as it relates to education, art, religion, and government. Appropriate assessments would emphasize a **cause-effect** model in which students would be able to effectively **demonstrate** the impact of humanism and/or revival in classical learning on daily life. It would be suitable to have students **compare** the effects of humanism with classical learning in terms of impact or to have students compare the impact of either these forces on any one (or all) of the areas impacted – i.e. the impact of humanism on art. Students could be asked to compare education, art, religion, and government pre-Renaissance to that during the Renaissance. It would be fitting to have students **hypothesize** about the probability of a “Renaissance” without the elements of humanism or a revival in classical learning.